

Education NT - *A strong public education system gives every child an opportunity to engage, grow and achieve*

Our Priorities

- Focus on 21st century learning across the school
- Literacy and Numeracy – improving students’ reading, writing and numeracy results
- Data – improving teachers’ understanding of data and using data to inform their teaching
- Strengthening partnerships

School Vision – We instill life-long learning through high standards, high expectations and high achievement.

ENDORSED/NOT ENDORSED

SCHOOL BOARD CHAIR

Rachita Jain
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Rachita Jain

5 / 12 / 2017

APPROVED/NOT APPROVED

REGIONAL DIRECTOR

.....
Aderyn Chatterton

/ / 2018

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Achieving Our Priorities

Focus Areas	Deliverables	Evidence of Achievement <i>(How we will monitor progress)</i>	School Baseline 2018	School Target 2021
<p>1. School Leadership</p>	<p>Continue to build capacity of staff</p> <p>Continue to identify and develop leaders in the school to "grow our own"</p> <p>Continue to increase capacity of Leadership Team to lead/manage school improvement</p>	<p>Staff PD – Australian Curriculum, Mathematics, Writing, Cambridge Curriculum, Visible Learning, 21st century learning, Data analysis; lesson observation feedback and walkthrough feedback to teachers by Principal, Assistant Principals and Visible Learning coaches; peer observations; data coaching</p> <p>Tailored PD for Curriculum Team leaders, Emerging Leaders Program, leadership programs and PD</p> <p>Executive coaching and leadership team development PD, leadership programs and PD</p> <p>Review specific responsibilities of the leadership team to reflect the school improvement agenda</p>	<p>Data Focus team established with one data teacher driver/leader</p> <p>40% staff involved in school leadership PD</p>	<p>All Data Focus team members leading and driving data in the school</p> <p>80% staff involved in school leadership PD</p>
<p>2. Quality Teaching & 3. Differentiated Support</p>	<p>Develop Early Childhood transitioning processes to support children's movements prior to and from Preschool.</p>	<p>Develop a school action plan for transitioning PD for Preschool and Transition teachers to strengthen continuity of programs from Preschool to Transition</p> <p>Collaborative Planning Days between Transition teachers and Preschool teacher</p> <p>Program of transitioning between Preschool and Transition</p> <p>Revise school Writing pedagogical framework</p> <p>Continue Assessment of Capable Writers Project</p>	<p>Some Early Childhood transitioning processes in place</p>	<p>Explicit Early Childhood transitioning processes developed, implemented and recorded in the school action plan</p>

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	Improve student Literacy and Numeracy outcomes	<p>Writing traits and writing process evident in all teaching programs</p> <p>Continue Assessment of Capable Writers project</p> <p>Writing triads for peer observation and feedback</p> <p>Lesson observations and feedback by Assistant Principals and Principal</p> <p>Continue reading pedagogy, including guided reading and strategies across the school</p> <p>Review whole school approach to teaching Mathematics</p> <p>Revise school Mathematics pedagogical framework</p> <p>Analyse school Mathematics data</p> <p>Investigate Cambridge Mathematics Curriculum for trialing and implementation</p>	<p>Year 3 Writing 37% in top two Bands (Bands 5 & 6)</p> <p>Year 5 Writing 15% in top two Bands (Bands 7 & 8);</p> <p>90% students achieving C standard and above in Writing</p> <p>Year 3 Reading 59% in top two Bands (Bands 5 & 6)</p> <p>Year 5 Reading 41% in top two Bands (Bands 7 & 8)</p> <p>82% students achieving C standard and above in Reading</p> <p>Year 3 Mathematics 52% in top two Bands (Bands 5 & 6)</p>	<p>Year 3 Writing 60% in top two Bands (Bands 5 & 6);</p> <p>Year 5 Writing 50% in top two Bands (Bands 7 & 8)</p> <p>94% students achieving C standard and above in Writing</p> <p>Year 3 Reading 70% in top two Bands (Bands 5 & 6)</p> <p>Year 5 Reading 60% in top two Bands (Bands 7 & 8)</p> <p>90% students achieving C standard and above in Reading</p> <p>Year 3 Mathematics 70% in top two Bands (Bands 5 & 6)</p>

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	<p>Develop whole school pedagogical approaches that define how differentiation of content, process and product will occur</p> <p>Develop a whole school approach to the teaching of ESL students – programming and planning expectations, assessment and reporting.</p>	<p>Continue staff PD in differentiation</p> <p>Differentiation included in school pedagogical frameworks</p> <p>Program expectations clear for differentiation based on best practice</p> <p>Investigate best practice in differentiation in literacy and numeracy</p> <p>Investigate best practices in the implementation of differentiation in the physical environment.</p> <p>Staff PD Teaching ESL in the Mainstream</p> <p>Staff PD ESL student profiles and ESL phases</p> <p>Catering for ESL students evident in teaching programs</p> <p>Investigate ESL support document for teachers ie. Cambridge ESL</p> <p>Develop school ESL pedagogical framework</p>	<p>Year 5 Mathematics 25% in top two Bands (Bands 7 & 8)</p> <p>93% students achieving C standard and above in Mathematics</p> <p>Definition of differentiation in the school has been developed</p> <p>Adhoc approach across the school to the teaching of ESL students</p>	<p>Year 5 Mathematics 50% in top two Bands (Bands 7 & 8)</p> <p>95% students achieving C standard and above in Mathematics</p> <p>Whole school pedagogical approach to differentiation evident in all teaching programs</p> <p>Consistent documented whole school approach to the teaching of ESL students</p>

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4. Community Engagement	<p>Implement 21st century learning within the school environment</p> <p>Establish and develop a partnership with a Cambridge School.</p>	<p>Staff PD in 21st century learning</p> <p>Investigate with staff what is possible with 21st century learning in schools – learn from other schools</p> <p>Investigate Cambridge Global Perspectives as a teaching support resource</p> <p>Teaching programs reflecting 21st century learning</p> <p>QUEST program in Years 5-6 with inquiry based learning in other year levels</p> <p>Revise school pedagogical frameworks to include 21st century learning</p> <p>Extend the implementation of flexible learning environments in the school</p> <p>Continue Larrakeyah blog on 21st century learning</p> <p>Staff contacting and visiting to establish a relationship between both schools</p> <p>Working and learning from a school implementing the Cambridge Primary Curriculum</p> <p>Professional learning from staff visits between both schools – examining Cambridge curriculum programs implemented, inquiry approach, assessment data</p> <p>Students collaborating and communicating between both schools – visits, skype sessions, blogs</p>	<p>Beginning to implement 21st century learning</p> <p>32% flexible learning environments</p> <p>No partnership established with a Cambridge School</p>	<p>21st century learning embedded in the school</p> <p>60% flexible learning environments</p> <p>Partnership with a Cambridge School developed and sustained</p>

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	<p>Further develop sister school relationship</p> <p>Further develop partnership with Confucius Institute at CDU</p> <p>Continue the partnership work between Larrakeyah Primary, Darwin Middle and Darwin High Schools through high quality programs in ICT Robotics, Chinese and Music.</p>	<p>Review Memorandum of Understanding (MOU) between Larrakeyah and Avondale Grammar Schools</p> <p>Year 6 Study Tour to Singapore – visiting Avondale Grammar School</p> <p>Avondale Grammar School – visiting Larrakeyah Primary</p> <p>Communication and collaboration between staff from both schools</p> <p>Staff scheduling time for students collaborating and communicating between both schools – visits, skype sessions, blogs, shared units of work</p> <p>Planning (program and resources) with Confucius Institute Director to expand Chinese language program in the school</p> <p>Continue weekly Chinese language lessons with Confucius Institute</p> <p>Support Confucius Institute events</p> <p>Collaboration between teachers from the three schools for continuity in programs in ICT Robotics, Chinese and Music</p> <p>Collaboration between students from the three schools in ICT Robotics, Chinese and Music</p>	<p>Sister school relationship with Year 6 Singapore Study Tour and Darwin Tour as well as collaborative work and communication between students and staff</p> <p>Chinese language program Yrs 2-5</p> <p>98% students Yrs 2-5 achieving C standard and above in Chinese</p> <p>No established collaborative program between the schools</p>	<p>Sister school relationship with Year 6 Singapore Study Tour and Darwin Tour as well as collaborative work and communication between students and staff</p> <p>Chinese language program Yrs T-6</p> <p>98% students Yrs T-6 achieving C standard and above in Chinese</p> <p>Established collaborative program between the schools for continuity in ICT Robotics, Chinese and Music</p>

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<p>5. Data and Accountability</p>	<p>Refine the school's analysis and discussion of data. Improve teachers' understanding of data, quality of teacher judgements in relation to assessment data, and teachers' ability to use data to inform teaching practices.</p>	<p>Teacher participation in PD to develop data literacy skills Audit current assessment plan Data coaching records Assessment tasks Year level target setting Teachers tracking student progress in Grade Expert Teaching programs including NAPLAN focus areas and use of PAT R and PAT M data</p>	<p>Whole school data analysis and discussion Data coaching each term</p> <p>85% teachers tracking student progress in Grade Expert</p> <p>85% teachers using PAT R and PAT M data to inform their teaching</p>	<p>Whole school, year level and individual data analysis and discussion Data coaching each term, including year level data discussions, aligned to school's assessment schedule 100% teachers tracking student progress in Grade Expert</p> <p>100% teachers using PAT R and PAT M data to inform their teaching</p>